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The Socializer

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Fall 2010

## The Socializer - Fall 2010

Department of Sociology

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WESTERN MICHIGAN UNIVERSITY  
College of Arts and Sciences  
Department of Sociology

# The Socializer

Fall 2010

A Newsletter for Friends of the Western Michigan University Department of Sociology

## British Poets, American Naturalists and Sociology

*"The world is so full of a number of things, I am sure we should all be as happy as kings."*

—Robert Louis Stevenson

This line of Stevenson's was apparently one of Stephen Jay Gould's favorites and it is, no doubt, a literally wonderful perspective for an evolutionary biologist.

To take delight in and

to wonder at the diversity of nature's offerings—indeed to see the world as "offered up" in the first place—not to one's needs but to one's curiosity and appreciation. A naturalist could certainly and perhaps more easily see Tennyson's "Nature, red in tooth and claw" but the option to see all and everything and therefore to move beyond fear and judgment—this is available as well.

Is this stance of dispassionate wonder available also to social scientists, to those whose world is largely of human construction? And even if it is available, is it sensible and is it right? This last word sets off alarm bells among some segments of the scientific community—what is this loose talk of right and wrong—isn't that the antithesis of the dispassionate wonder that a scientist should present? These are interesting questions to be sure, and answers can be interesting and sometimes even deep—but not usually, and certainly not here.

A secret to a happy and relevant professional life may lie in the simple advice to care about what you are doing; if you care you must have formed a judgment not just about the world as it is but about the potential state of things. Caring requires critique but also, for lack of a better word, hope. The first part is the easier. There is much in the social world that demands critique, that startles and affronts what few sensibilities we have remaining. A full(er) tracing of what it is and where it comes from and how it sustains

itself—these are preoccupying and can be full-time jobs. It is precisely because such things are not natural (they are not given and do not have to be that way) that they are worthy of judgment in a way that a predatory lion or even a destruction of species through an asteroid collision are not. In a phrase, wouldn't a "critical naturalist" be a moral oddity whereas a "critical sociologist" or simply a social critic is not?

As a start, that tracing, that description of social problems, must be accurately done. Then there must be time for railing and condemnation and righteous (another form of that word again) indignation, though the tracers and the ones who most feel and rally indignation need not be the same people. But then another clear role of science remains in helping to envision and assess alternatives. Whether that literally be a drug to ameliorate a disease or some variant of that image as a metaphor, science at its best is hopeful. In that way, scientific responsibility is identical to the responsibility of active citizenship and is, therefore, in service to it. One may be (and hopefully is) a citizen of both parochial and catholic communities. Sometimes these obligations will overlap and reinforce, other times they will be at odds. But sitting things out is not an option—where there's work there's hope—without work there is only resignation.

In this newsletter you will find much about the goings on in your department. As always, use this as a point of entrée for further exploration. I cannot guarantee that you will then be as happy as a king (after all, another British poet of some note once said, "Uneasy lies the head that wears a crown"), but you might make a connection—personal, intellectual, professional—worth pursuing.

David J. Hartmann  
Professor and Chair  
Department of Sociology

# Grad Students Present at Henry Institute

Yevgeniya A. Leont'yeva participated in the National Graduate Student Workshop "Pollsters and Parishioners: Seminar on Survey Research and American Religion," June 3 to 9, 2010. The workshop took place in The Paul Henry Institute for the Study of Christianity and Politics (an Institute of Calvin College, Grand Rapids, Mich.). Participants were selected as a result of the national competition based on their research interests and experience in survey research and

statistical techniques reflected in the submitted research papers. The organizers emphasized that in 2010 there was a tremendous increase in the number of applicants with excellent qualifications.

Western Michigan University also was represented by **David Barry** and **Lori Verspoor**. Eighteen other graduate students in sociology and political science from such schools as Princeton, Georgetown, Temple, Notre Dame, Baylor, Purdue, Duke, Texas Tech, University of Washington,

University of Virginia, Georgia State University, University of Cincinnati, University of Nevada Reno, University of Iowa, Southern Illinois University, University of South Carolina also participated.

Leont'yeva presented a co-authored paper "The Impact of Education on Church Attendance: A Cross-National Comparison," (with Elena Lisovskaya and Vyacheslav Karpov) at the national meeting of the Society for the Scientific Study of Religion in Baltimore.

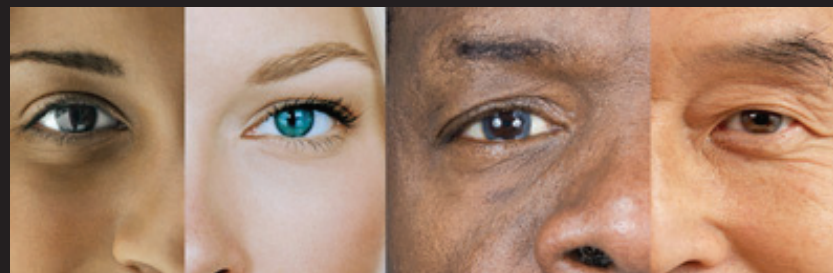
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Graduate News

## Wedding Bells

Congratulations to two of our Graduate Students!

Joseph Daniel Abbott, Jr. and Yevgeniya A. Leont'yeva were married on Aug. 23, 2010. The ceremony took place at Open Bible Church, St. Petersburg, Florida. Pastor James Cornell of Lady Lake (Fla.) Community Church performed the ceremony.



**RACE**

Are We So Different?™

An interactive, engaging exhibit, "RACE: Are We So Different?" will be at the Kalamazoo Valley Museum through Jan. 2, 2011. WMU collaborated with more than 70 community partners to bring the exhibit to Kalamazoo. The exhibit, which has toured the country, is complemented by a photo gallery by award-winning photographer Wing Young Huie. Free and open to the public, the exhibit has drawn thousands in previous stops. For more information, visit [www.raceexhibit.org](http://www.raceexhibit.org) or [www.understandingrace.org](http://www.understandingrace.org).

Sociology Ph.D. Candidate **Jacquelynn Doyon** is one of 10 WMU students collaborating with Dr. Kristina Wirtz of the Department of Anthropology and Kalamazoo Public Schools to raise awareness of the topic of race among junior high and high school students. The collaborative effort will bring over 1,000 KPS students to the exhibit this fall.

# Faculty Presentations and Publications

The faculty and graduate students continue to uphold their reputation for outstanding and numerous publications and presentations.



**Carolyn Sullins**

At the July 2010 Substance Abuse and Mental Health Administration's (SAMHSA's) Georgetown Training Institutes for Systems of Care, the Kalamazoo Wraps staff made their presence known. **Carolyn Sullins** co-lead two evaluation institutes: one concerning Continuous Quality Improvement and one featuring Getting to Outcomes. Sullins, **Ladel Lewis**, and **Mackenzie Hunter** presented a poster on "Stigmatization of Mental Health Conditions in Youth: Who, Why, and What Should be Done?" The Kalamazoo Wraps website was awarded a Silver Level "Honoring Excellence in Evaluation Award" for the category of Data Use and Dissemination.

**Susan Carlson**, was re-elected for a second term as Treasurer of the Society for the Study of Social Problems. She is also the Chair of the Information Technology Options Committee, Society for the Study of Social Problems.

Carlson, **Michael Gillespie**, and **Ray Michalowski** published the following book chapter: "Social Structures of Accumulation and the Criminal Justice System." Susan M. Carlson, Michael D. Gillespie, and Raymond J. Michalowski. Pp. 239-63 in Terrence McDonough, David M. Kotz, and Michael Reich (eds.), "Understanding Contemporary Capitalism: Social Structure of Accumulation Theory for the Twenty-First Century." Cambridge University Press, 2010.

Carlson, along with **Kelly Faust**, had an article accepted for publication: "Devastation in the Aftermath of Hurricane Katrina as a State Crime: Social Audience Reactions." Kelly L. Faust and Susan M. Carlson. Crime, Law, and Social Change.

**Angie Moe**, has an article forthcoming: "'That's a Little Risqué for you to be Doing as a Mommy': Belly Dancing and Resistance to Cultural Discourse," /The Gilded Serpent: Journal of Record for Middle Eastern Music, Dance and Belly Dance. In addition, Moe presented a methodology breakout session titled "Qualitative Research" at the Scholarship of Teaching and Learning, May 21, 2010, Western Michigan University, Kalamazoo, Mich. Dr. Moe is a new board member of the Kalamazoo County Child Abuse and Neglect Prevention Council.



**Angie Moe**



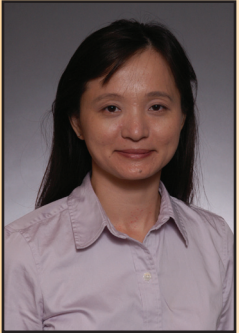
**Yuan-kang Wang**

**Yuan-kang Wang** was invited to give presentations on his forthcoming book "Harmony and War: Confucian Culture and Chinese Power Politics" to be published by Columbia University Press at Korea University, Seoul (May 18, 2010), National Chengchi University, Taipei (May 15, 2010), and Fudan University, Shanghai (May 10, 2010). He also was invited as a member of 10 US-based professors to visit Taiwan June 27-July 3, 2010. The delegation met with Taiwan's President, Premier, Speaker of the Parliament, and other high-ranking officials.

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**Charles Crawford** has an article forthcoming: 2010 <sup>3</sup>"Dilemmas in Supervising and Mentoring Criminology Graduate Students"<sup>2</sup>, Journal of Criminal Justice Education. He also has written a chapter that will be published in a book by one of our department graduates, **Martin Urbina** (Ph.D. '00), who now is at Rio Grande College—Sul Ross University. Charles Crawford 2010 <sup>3</sup>"Historical Dynamics of Ethnicity in Law Enforcement."<sup>2</sup> In Martin Urbina (Ed.) "Hispanics in the U.S. Criminal Justice System: The New American Demography." Charles C. Thomas Publishing. Forthcoming.



**Chien-Juh Gu**

**Chien-Juh Gu** published an article, "Culture, Emotional Transnationalism and Mental Distress: Family Relations and Well-being among Taiwanese Immigrant Women," in *Gender, Place and Culture* 17(6): 687-704. She organized and chaired a session, "Immigrant Communities/Families," at the 2010 American Sociological Association conference in Atlanta, Ga. She also presented a paper, "Gendered Migration and Patriarchal Bargain: Resilience and Suffering of Taiwanese Immigrant Women," at the 2010 American Sociological Association meeting in Atlanta, Ga.

## The Wally Post Award for Exceptional Departmental Service

For many years, the chair of the Department of Sociology has selected a person to receive the "Chair's Appreciation Award for Departmental Service." This recognition is announced at the annual Graduate Student Awards Dinner and is considered among the most prestigious honors we bestow because it represents selfless dedication to the department—that giving of one's self without which the department cannot function.

No one better embodied this spirit and example than William "Wally" Post. Wally was an outstanding graduate student here and for many years was the technical and statistical director of the MAOD project—a nationally recognized model of sociological research and public service. He also taught statistics to literally hundreds of students, some of whom were scared and ill-prepared but all of whom recognized an ally in Wally Post. It is no exaggeration to say that his students loved him.

He also served the department as both the formal and informal computer advisor/technical support person-solving innumerable problems while holding innumerable hands as he patiently explained that which was to many mysterious and incomprehensible. In short, Wally was competent, kind, smart, and generous. He was a teacher and mentor to students and faculty and I am proud to say that he was my friend.

After a long illness, Wally was taken from us in 2009. The easiest decision I have ever made as chair was to name the Chair's Service Award in his honor. The first bestowal of the "William E. 'Wally' Post Award for Exceptional Departmental Service" was made at our Spring 2010 dinner. Jackie Doyen and Carrie Buist were deserving winners and many more through the years will be honored, perhaps more than they know, by having their names linked with Wally's.

—Dr. David Hartmann, Chair

# ADVICE TO NEW GRADUATE STUDENTS

At the end of the fall semester 2009, each member of the then-new graduate cohort enrolled in the Proseminar class (SOC 6000) was asked to write a short paper on what they wished they had known (or been told) before graduate school. The idea was that while as a department we do some things to ease the transition to graduate school, we could probably do more. The class members' responses were thoughtful, wide-ranging and too darn good to file or filter. So, with their permission, here they are—what amounts to a set of advice columns from the graduate student cohort of 2009-10. I would not surmise that any of these folks would write the same thing today and I do not suggest any reader radically change his or her life on account of these columns, but I do think they are worth reading and considering and drawing on when it seems reasonable to do so. My thanks to the class.

-David J. Hartman

## Karolina Jedizejczak

When first starting the semester as a new master's student, I was fairly aware that graduate school would be challenging. I had always heard of the large work loads and the challenging classes with higher expectations, more reading, more writing, and more homework in general. What I was not expecting was the amount of work which would have to be done independently and not included in the coursework.

I was not aware that in order to be considered a productive and well-adjusted graduate student one should be involved in other projects. After a few classes, I started to notice that a graduate student should begin becoming acquainted with faculty and the projects they may need help with. This is not just for a work opportunity, but it allows a student to build their curriculum vitae. I was not aware that it would be so difficult to meet faculty within the two years of attending graduate school at the master's level. The limited time a student has to take classes, combined with the structured schedule of required classes, does not allow a student to become familiar with faculty members through classes.

This forces the student to become more proactive about meeting and speaking with faculty. Side projects, like research work and assistantships, aid in the process of meeting faculty, but the graduate student must not rely on simply taking

classes to become familiar with the departmental activities.

I did not know, at first, that there was so much emphasis on being published and that there are different types of journals which are better than others. I also wasn't sure just how quickly I needed to start working on publishing articles or doing research, and as it turns out, this is something that should start as soon as the student can find time outside of the course work. I have come to realize that I should always look for opportunities to do this kind of work and that it is a process which should be started immediately, if the opportunity presents itself...I had my best experiences by getting together with not only a faculty member, but also a fellow graduate student who was able to tell me about some of her experiences, and gave me this good advice: "focus on your own work and mind your own business."

I was also pleasantly surprised to learn that so many people worked together and that teachers even encourage this. Many graduate students work together and offer a lot of help to each other with many projects. Coming into a new department, you never know just how competitive it will be. I am pleased to see that graduate school is competitive in a way that pushes people to do their best work, but it is not an environment designed to be so competitive that no one offers help and honest advice.

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## Matthew Klepack

I hate to give advice, and whenever I do it always seems awkward to me. I think this is because I know I haven't reached my final goal yet, so I don't feel comfortable telling anyone else how to reach theirs. Plus, I think it's dangerous to assume that what has worked for me will also work for others. Thus, when I do give advice I usually try to keep it as generic and utilitarian as possible, so as not to do any damage. That being said, I have accomplished a few of the smaller goals I've set along the way: presenting at the graduate research fair, writing a thesis, earning my M.A., teaching my first course all on my own, etc. So if I were to give advice to new graduate students, I'd tell them the following three things: 1) work hard and work smart; 2) develop systems for organizing the information you produce and consume; and 3) develop an ethic.

Hard work is worth more when it's guided by an intelligent system of rules. I'd suggest that new graduate students annotate the things they read. Annotating articles is an efficient way to organize basic ideas from existing literature, and it saves time in the long run because it gives the student a basic text that can later be used to begin a literature review on a specific topic. It's important to stay organized so you can seize opportunities as they present themselves.

For example, before I was given the opportunity to teach social problems I had been collecting journal articles and building a library of information on various topics ranging from the detrimental impacts of neoliberal economics in the age of globalization, the social nature of disasters, the present and historical role of Western imperialism in the process of the third world's

"underdevelopment," mass media and violence against women, etc. Having this information organized and available made it much easier to prepare and plan for the social problems class I now teach.

I'd also suggest that new graduate students start to consider how they can express themselves sociologically. What I mean to say is that I think graduate students should think about ways to amalgamate the ideas they learn in different classes, while working with different professors.

For example, I try to combine my reaction papers from this class and Dr. Goetz's Classical Theory class in order to put together a comprehensive paper on classical theory, national traditions, and narratives of the sociological discipline. I then take some annotated bibliographies I created as part of a research project on surveillance and border security for another professor and ask myself, "How can I apply my understandings of classical theory and nationalist traditions to surveillance and immigration police?" This process helps me to understand how Marx, Durkheim, and Weber might have looked at surveillance and immigrational policy. I look at every piece of work like Lego blocks, and I'm always thinking about different ways to put them together.

In addition, I think it's important for graduate students to develop an ethic. Not to be too sentimental, but my grandfather taught two great things in life, and I think they're applicable here. He told me to remember 1) "Ah, but for the grace of God go I," and 2) "I'm just passing through." This is the advice I'd give new graduate students and advice I'd give anybody. I have no doubt that if I were to follow this advice more closely I'd be a better person than I am today.



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The “ah but for the grace of God go I” part keeps me humble. The “I’m just passing through” part keeps me focused. These two great things remind me that I have a final objective in sight and I can’t become distracted by anything, especially my own intellectual vanities. No one expected me to do much in life, and some people didn’t expect me to last this long, so it would be easy for me to become content with my current progress. But I want more than that. You have to want more.

Again, I’m not known for my advice, but I would tell new graduate students not to get too comfortable. I’ve been a graduate student for three and a half years at three different institutions (WSU, EMU, and WMU). I’ve seen them come and watched them go, so to speak. Not everyone brings home a prize. I always wonder what stops someone from reaching that final goal, and I try to imagine what that must feel like. I suspect it feels like failure. You have to stay hungry, at least I do, because I already know what failure tastes like and I can’t stomach any more than I’ve already tasted.

Fortunately, it seems to me, that I can avoid failure by doing the following three things; 1) working hard and working smart; 2) developing systems for organizing the information I produce and consume; and 3) continuing to develop an ethic of self discipline. The “ah but for the grace of God go I” keeps me humble. The “I’m just passing through” part keeps me focused.

## Marc Kittleson

Students at a new school or university will often be challenged initially with meeting people and getting used to the foreign atmosphere. This is what I had to do as I started my first semester here at Western Michigan University. I had

moved here from Iowa and did not have any strong ties to anyone. From my little familiarity here and my overall academic experience I believe I have acquired knowledge that I would be able to pass down as advice to almost any new students.

The first piece of advice I can give to a new student is to try and meet people in your field as fast as you can. This is something I tried to do as soon as I decided to attend WMU last spring. I was fortunate enough to have other current students and professors at WMU give me their email addresses so I was able to ask questions before I moved to Kalamazoo. When classes started I continued to do this and it really paid off. I was able to make new friends, but more importantly I was able to meet people who had been in similar situations and were able to give me important advice on things such as which classes to schedule and when. Tied in with this is the fact that one should try not to be a loner, or someone who does not communicate with others in their classes or department. Numerous times during this semester I have had questions about certain readings or assignments and was able to get input from others in my classes; often I found they had similar questions.

The second piece of advice I can give came from my advisor last year at the University of Northern Iowa. He told me not to get involved in business that doesn’t directly concern me. So far I have had no need to implement this piece of advice and hopefully never will. I think it is just a good piece of advice to keep in mind throughout the rest of someone’s life. I frequently see people getting involved in other others’ affairs when they have no reason to be. Universities are certainly not impervious to politics and other issues; funding and who’s getting it seems to be a good example of this. From this I would tell students to “keep your eye on the ball and only worry about affairs that directly affect you.”

A third piece of advice which I think is probably most important regarding class itself is to plan ahead and make a flexible schedule. I find the most important part of this to be the flexible part: things will come up that will disrupt your schedule. It is important to be thinking about upcoming tasks well before they are due and thinking about other things that could conflict with these tasks.

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Try to make sure that more than enough time is given to get a required task done; as I have found out assignments will often take much longer to complete than expected.

Finally I think it is important to stay focused, even if you fall behind on your schedule or even hand things in late. It is human to not be perfect, so no one should beat themselves up over one late assignment or falling behind a little bit. One should simply stay focused and try to not let it happen again or catch up as best as possible.

The last piece of advice I could give is to not get overly emotional about grades. It is always important to do your best, but not getting the grades you want is another thing to not beat yourself up about. If you are not satisfied with your grades you should either talk to the professor about what you can do to improve

yourself or take a step back and think about what you might be doing that is causing the lower than expected grade(s). Sometimes it can be a combination of things that are out of your control. I have had semesters where I have had lower grades despite putting in more work because of a multitude of factors.

The second issue I would like to discuss briefly is what I wish other people would have told me before starting this semester. To be honest, there really isn't much. There is actually one simple reason for this: I took a very extensive college visit. I was shown around the entire department and campus for that matter by numerous professors. I was able to meet most of my professors, as well as a lot of the graduate students. It would not be surprising that those who did not get a chance to tour the entire department would have many questions.

**Tasha Turner**

In my journey from being an undergraduate to being a graduate student, there are a number of things I would have benefitted from knowing. Aside from academic preparation, it would have been good to have a better understanding of the social dynamics at the graduate level. I felt the least prepared for this aspect of transitioning from the undergraduate to the graduate level of my education.

At the undergraduate level there is much more separation between the faculty and students. The relationships that are encouraged are still very much pupil and teacher. However, at the graduate level there is more of a feeling of being colleagues and a more fluid barrier between the faculty and students. I have found it difficult to change my approach to faculty and be on a more personal basis. I would advise new students to seek as many opportunities to get to know faculty as possible, and break down the barriers that we establish as undergraduates.

Another aspect of graduate studies that I would have liked to have known more about is the financial aid aspect. The process is so different from the undergraduate process that it is important for students to familiarize themselves with the differences between the levels of aid. I am just now learning about graduate assistantships outside of my department as well as grants from community and government organizations. This is especially important in a time in which accumulating a large amount of loans is not in the best interest of students.

If I could offer any final piece of advice it would be to try and contact students in your potential program well before agreeing to enter the program. A fellow student's point of view is one of the most valuable pieces of the puzzle of higher education. Most schools offer some sort of program like this and students would do well to seek these out.

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## Lisa Sanders Always Wear Sunscreen!

This is actually my fourth year as a graduate student. I took a year's worth of coursework in Wayne State's medical anthropology program, then switched to the sociology program at Eastern Michigan University. So there are several different standpoints that I could write this from—I could give advice to new master's students, or I could attempt to give advice to new Ph.D. students, even though I am still a new Ph.D. student myself. Or, I suppose, I could do both...assuming that I'm actually qualified to do either.

First, for new master's students: relax. I don't mean to say "don't work hard"; rather, I mean try not to take yourselves so seriously. At least not all of the time. You can smile in class. You can answer questions without fear of divine retribution for saying the "wrong" thing. It would be misleading to say that you don't have to prove yourselves, because you do, but at the same time, people expect you to be green. They expect you to be inexperienced, and to make mistakes and have all kinds of "stupid" questions. You'll bloom faster if you don't try to force it.

***"Who can make the muddy water clear? Let it be still, and it will gradually become clear. Who can secure the condition of rest? Let movement go on, and the condition of rest will gradually arise."***  
—Tao Te Ching

However, if you're a new Ph.D. student, forget all of that Taoist stuff and hold on to your hat. As I mentioned, this is my fourth year as a graduate student, but this is by far the hardest I have ever had to work in my entire life. I feel like I could use much more advice at this point than I could possibly give in return. Being a Ph.D. student is incredibly rewarding, but I am still amazed at the extent to which it becomes your entire life. I haven't been able to find grace in it yet; each day is a new adventure in "Oh my god I have so

much stuff to do and not nearly enough time to do it!" I am truly exhausted.

But, with this exhaustion also comes worry. Am I like everyone else, or am I alone in my stresses, frustrations, and fears? I often feel as if there isn't much in the way of official, departmental guidance. The department does a good job in taking certain steps towards helping us adjust to grad school, but there are certain things I feel uncomfortable telling my first year facilitator—sometimes, one

needs to be able to express that they are at their wit's end without fear of such a statement being construed to mean that one is ACTUALLY at their wit's end, i.e. incapable of handling graduate school. And while I am very grateful for the support of my fellow graduate students, it would also be nice to be able to confide in someone who has already been through the entire Ph.D. process. Because without that, how do I know if I'm doing well?

Presumably, I should know that I'm doing well simply due to the fact that I'm here. However, the idea that one wouldn't have been accepted if one wasn't already good isn't always enough—the cognitive distortions of impostor syndrome run very deep.

Getting A's on assignments when one is already used to getting A's on assignments, coupled with very little qualitative feedback from authority figures, leads to the feeling of being trapped in an echo chamber. I call out facts and definitions to my class, and they (mostly) dutifully repeat them back to me, but we, my class and I, exist in a vacuum. No other voices penetrate, as there are no oversights in place to let me know—in a more real-time context than end of the semester student evaluations—how I am doing as a teacher. What does it mean when your sense of pride doesn't come from within? According to our

**Continued from page 9**

damagingly individualistic U.S. value system, “true” pride is supposed to exist regardless of whether or not your character or contributions are recognized by others. But don’t we know better than that? If human beings are social animals (and I’m willing to bet thousands of dollars in student loans that they are!), then why does this particular process of professional socialization seem to shy away from the recognition of just how much hard work it takes to reach one’s goals? Don’t get me wrong—as someone who has been to several grad schools, I’m not saying that this phenomenon of detached interest in student development is germane only to WMU. It’s definitely not. It seems to characterize academia in general—why else would new master’s students enter their departments with the bewildered look of deer caught in headlights, if not for stories of how “you’re on your own now, kid!”? In the lore of graduate school, everyone looks out for his or her own interests, stoically expecting no affirmation from those around them.

But why does it have to be this way, with new students stumbling around in the dark? Where is the friendly guidebook with “Don’t

Panic” on the cover? Why can’t honest, empathetic reassurance be part of academic culture? Why does the divide between Ph.D. student and professor have to be so pronounced when we presumably all have the same goal of producing knowledge? Does this all go back to the question of mentorship? If so, why should only one person in your department be truly supportive of you?

Clearly a lot of what I’ve written for this assignment isn’t so much advice as it is a relation of my personal experience this semester. But perhaps that can be instructive as well. I ended up posting this paper online for a friend of mine to read, as she is currently finishing up her master’s degree and is looking forward to continuing her academic career. She responded: ‘Lisa, this is great! I guess I have a lot more stress to look forward to (as if I don’t have a lot just applying to seven schools). I think you are phenomenal and I thank you for sharing this. The one thing that so many graduate students of color lack is a collective of mentors. It is one thing to say one person has helped you, but the diversity of the experiences had by professors is, to me, what seems more important. I hope wherever I go has a support group. If not I might just have to start it. Thanks again! And keep on pushing!’

## Alumni Corner

### Congratulations to

**Dr. Emily Lenning (Ph.D., ‘08)  
on receiving the College of Arts  
and Sciences Teacher of the Year  
award from Fayetteville State  
University!**





# Luncheon Held to Welcome New Graduate Students

On September 15, a luncheon reception was held to welcome the new grad students to the Sociology Department.

Welcome new Ph.D. students



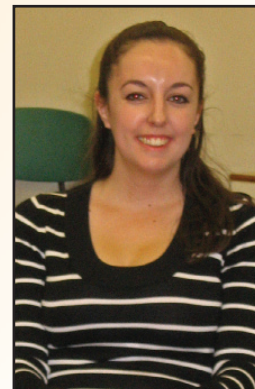
Timothy Bauer  
(Chicago, Ill.)



Melinda McCormick  
(Kalamazoo, Mich.)



Lori Verspoor DeVries  
(Grand Rapids, Mich.)



Jessica Sullivan  
(Green Lake, Wis.)

## The new M.A. students are:

- Andy Evans (Grand Rapids, Mich.)
- Traci Joseph (West Olive, Mich.)
- Amanda Meyer (Grand Rapids Mich.)
- Brian Rossana (Portage, Mich.)
- Qiong Wu (Shanghai, China)

## Alumni Information Update

### We want to hear from you!

*Our strong suit is our alumni. In each issue, we will focus on YOU, so PLEASE consider yourself selected for upcoming issues. We enjoy receiving your announcements: marriages, job changes, presentations, promotions, advanced degrees, etc. All you need to do is fill out any portion of the form below (with a picture, if possible) and send to [ann.browning@wmich.edu](mailto:ann.browning@wmich.edu), or mail to Newsletter Editor, Department of Sociology, 2406 Sangren Hall, 1903 West Michigan Ave., Kalamazoo, MI 49008-5257.*

Name \_\_\_\_\_ Email \_\_\_\_\_

Home address \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_ Home phone \_\_\_\_\_

Employer \_\_\_\_\_ Job title \_\_\_\_\_

If alumni, degree and year: \_\_\_\_\_

Tell us more about yourself, and/or what you would like to see in future newsletters:

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# Yes, I want to support the WMU Department of Sociology!

As our student numbers continue to grow, and in a time when state funding is increasingly restricted, the support we receive from friends and alumni is vitally important. Such funds are used to take advantage of new or unbudgeted opportunities in order to enhance the teaching or the research of the department.

**Thank you for considering a gift to the WMU Department of Sociology.**

The WMU Foundation processes all gifts that come to the University and turns them over to the department. Michigan residents: Remember that 50 percent of your gift to a Michigan University is returned to you as a tax credit on your state income tax (up to \$200 for a single filer; \$400 for joint filers).

**Give online at:**  
**[www.wmich.edu/foundation/gift/index.html](http://www.wmich.edu/foundation/gift/index.html)**

*I support the Department of Sociology with the following gift:*

☐ \$1,000 ☐ \$500 ☐ \$250 ☐ \$100 ☐ \$50 ☐ \$25

☐ I would like to become a special donor to the **Department of Sociology** with a gift of \$ \_\_\_\_\_  
☐ I would like to become a special donor to the **Criminal Justice** program with a gift of \$ \_\_\_\_\_  
☐ Graduate Student Relief Fund \$ \_\_\_\_\_

**My gift is to be paid via:**

☐ Check (payable to WMU Foundation)

☐ Credit card (check one)

☐ Mastercard ☐ Visa

Account #: \_\_\_\_\_

Expiration Date: \_\_\_\_\_

Signature (required): \_\_\_\_\_

3-digit security code: \_\_\_\_\_

*Credit card information will be shredded after transaction.*

☐ **Electronic Funds Transfer** (instructions will follow)

☐ **Please contact me about my giving plans.**

**Name:** \_\_\_\_\_

**Phone Number:** (\_\_\_\_) \_\_\_\_\_

**Email:** \_\_\_\_\_

socnww

*Please mail this completed form, along with your gift to:*

**Western Michigan University  
WMU Foundation Office  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008-5403**

Address Service Requested

**Department of Sociology  
Western Michigan University  
1903 W. Michigan Ave.  
2420 Sangren Hall  
Kalamazoo, MI 49008-5257  
(269) 387-5270**

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